

Research on Professional Development of Preschool Teachers in Ethnic Villages in Yunnan Province Under The Background of Education Informatization

Luying Gan*

College of Education, Yunnan Open University, Kunming, China

*Corresponding author: cloudstory@126.com

Abstract

This paper takes the professional development of ethnic rural preschool teachers in Yunnan Province under the background of education informatization as the research object, and by analyzing the current situation, discusses the existing problems and puts forward corresponding solution paths. The study found that under the background of education informatization, the professional development of the ethnic rural preschool teachers' team in Yunnan Province is faced with the dilemmas of lack of policy and financial support, insufficient information literacy of preschool teachers, lack of systematic informatization training, and lack of an interactive learning platform for the growth of rural preschool teachers. In order to solve these problems, this paper puts forward corresponding strategies and paths: firstly, to enhance the basic support for the professional development of rural preschool teachers in ethnic areas; secondly, to promote the cultivation of information literacy awareness among rural preschool teachers in ethnic areas; thirdly, to carry out effective training for teachers' professional development and diversify the training methods; and fourthly, to promote the construction of educational informatization platforms. In order to effectively improve the professional level of preschool teachers and make positive contributions to the development of preschool education in ethnic villages in Yunnan Province.

Keywords

Education Informatization; Ethnic Villages; Preschool teacher ; Professional Development.

1. Introduction

Cultivating professional preschool teacher talents needed in the ethnic areas of Yunnan Province is a need to safeguard the life and health of young children, as well as a need to promote the development of preschool education in Yunnan, meet the coordinated development of the region, and enhance national unity. However, due to the ethnic rural areas in Yunnan Province, the professional development of preschool teachers in ethnic rural areas in Yunnan Province faces a series of problems and dilemmas due to the influence of factors such as geographical remoteness, lack of resources and cultural differences. With the development of information technology in education, how to use modern advanced information technology to promote the change of education mode and the professional development of preschool teachers in ethnic villages has become a hot spot of social concern. The professional development of preschool teachers in the context of education informatization is not only manifested in the ability to apply digital teaching means, but also in the comprehensive improvement of their information literacy skills in terms of kindergarten management, sharing of teaching resources and teacher training. In this paper, through an in-depth study of the current situation and problems of the professional development of rural preschool teachers in

ethnic areas of Yunnan Province, we propose ways to effectively promote the professional development of rural preschool teachers in ethnic areas by means of education informatization, with a view to promoting the professional development of rural preschool teachers in ethnic areas and comprehensively improving the quality of rural preschool education in Yunnan Province.

2. The Necessity of Promoting The Professional Development of Rural Preschool Teachers in Ethnic Areas of Yunnan in The Context of Education Informatization

2.1. Facilitating the professional development of preschool teachers

In addition to professional knowledge and bilingual teaching skills, rural kindergarten teachers in ethnic areas also need to improve their ability to use new modes of teaching, such as the "flipped classroom" and "micro lessons", to carry out information-based teaching. Teachers can not only use the Internet to learn professional knowledge, but also use information technology resources to carry out teaching activities and reflect through a variety of seminar channels. [1] Education informatization is a double-edged sword, which provides important support for the educational innovation and professional development of rural preschool teachers, while at the same time putting forward higher requirements for teachers' information literacy, and these challenges are conducive to promoting the professional development of preschool teachers.

Secondly, the Internet era has facilitated teachers' learning and improvement, with online teaching and research effectively breaking downtime and space constraints, facilitating exchanges among teachers, and realizing the common building and sharing of teaching resources. The shortage of teachers in ethnic villages is an important factor affecting the development of education quality. Some researchers propose to build a learning platform based on the Internet to achieve the sharing of high-quality educational resources. At the same time, it can also be used to further guide the professional development of rural teachers by means of master teachers' online training classrooms and master teachers' forums, and by observing, discussing and evaluating classes and other teaching and research activities.

2.2. Favoring the improvement of the quality of preschool education and the promotion of national unity

Most of the villages in the ethnic areas of Yunnan are backward in economic development, and there is a large gap and low professional quality of preschool teachers. And the improvement of teachers' professional quality is an important guarantee to achieve the improvement of preschool education quality and the precise poverty alleviation in education. [2] Through this research, it can further help the rural teachers in ethnic areas to improve the means of education and teaching, improve the quality and efficiency of classroom teaching, so as to improve the quality of teaching. Increasing teachers' professional happiness can effectively promote national unity and social stability and enhance the cohesion of the Chinese nation.

2.3. Contribute to improving and complementing relevant policies

The research will propose corresponding measures for the existing problems, which can play a positive reference role for the further improvement of the policy and system of professional development of rural teachers in ethnic areas of Yunnan Province, and help the government, education authorities and kindergartens and other relevant units to formulate a more reasonable and effective policy of professional development of teachers.

General Secretary Xi's speech mentioned the reform of the institutional mechanism for talent development, such as the process learning results of the professional development of rural preschool teachers in ethnic areas of Yunnan Province, especially the promotion of the

development of young children, can be used as an evaluation index to establish a new evaluation mechanism. Change the existing model of only papers, titles, qualifications and awards.

3. The Current Situation and Problems of Professional Development of Rural Preschool Teachers in Ethnic Areas of Yunnan Under The Background of Education Informatization

The rapid development of education informatization, teachers can not only learn professional knowledge with the help of the Internet, but also carry out teaching activities with the help of informatization resources, which brings a lot of convenience to the professional development of preschool teachers, but also faces new challenges. At present, the professional development of preschool teachers in China has problems such as uneven development of information literacy of preschool teachers, weak professional awareness of information technology, and lack of information technology education resources.

3.1. Lack of policy and financial support for the professional development of rural preschool teachers in ethnic areas

The Education informatization 2.0 Action Plan has already raised the importance of education informatization, and the local education bureaus have issued corresponding documents, but no specific action plans have been issued; they are simply advocating that kindergartens should enhance the professional development of teachers in the context of education informatization. In the process of policy implementation, there is a lack of implementation of policies that meet the actual needs of teachers, such as the teacher staffing system for the professional development of rural kindergarten teachers, the teacher training mechanism, the funding system and the teacher evaluation system, and the system of special funds for salary enhancement and learning and training. [3]

Secondly, due to the lack of relevant financial support, although the State strongly advocates the development of information technology in education, the multimedia facilities and network teaching resources in rural kindergartens in ethnic areas are still not up to teaching standards.

3.2. Information literacy of preschool teachers needs to be improved

The digital literacy level of preschool teachers is an important indicator of their educational informatization capability. The Ministry of Education has issued the Education informatization 2.0 Action Plan, which calls for a shift from improving teachers' IT application skills to comprehensively improving their information literacy, which has also become an important reference factor for professional development assessment.

Influenced by factors such as educational background, teaching age and training experience, the information literacy level of preschool teachers in ethnic villages in Yunnan Province is generally low. According to the survey data, at present, among the preschool teachers in the ethnic villages, 80% of them have a college degree or above, and although they have received some training in educational information technology, they still have insufficient awareness of educational information and lack of information technology knowledge and skills, which makes it difficult for them to carry out education and teaching with information technology. [4] At present, there are problems of insufficient information awareness, lack of information ability, and weak information morality in the information literacy of preschool teachers in ethnic villages.

3.3. Lack of systematic information technology training for kindergarten teachers in ethnic rural areas

In the context of information technology in education, preschool teachers need to have certain technical skills in order to effectively use information technology tools for teaching. The survey results show that the overall IT competence of preschool teachers in ethnic villages in Yunnan Province is low, and only a few of them are able to operate various educational software and platforms proficiently.

In their daily work, some kindergarten teachers only use multimedia as an auxiliary tool to complete basic teaching tasks, and simply use advanced information equipment to watch courseware or videos. [5] Neglecting the use of information technology to effectively improve their own professional quality, the use of information technology in the process of ignoring their own professional growth.

According to survey data, only 30 per cent of teachers has participated in training related to information-based education, and the content of the training is generally quite simple and lacks relevance and depth. Secondly, some of the training content is detached from the actual needs of rural teachers, and even less consideration has been given to the characteristics of ethnic areas, without a good combination of theory and practice, resulting in poor training results.

3.4. Lack of interactive learning platforms for the growth of rural preschool teachers

In the era of "Internet +", although kindergarten teachers can participate in training and obtain relevant resources for preschool education through online platforms, the suitability for kindergarten teachers in ethnic and rural areas is low.

On the one hand, the current informative teaching resources in kindergartens are far from being able to meet the needs of kindergarten teachers. In addition to the classroom teaching demonstration lessons of some master teachers, the information-based teaching resources needed by kindergarten teachers also require in-depth integration with the five kindergarten domains as well as guidance on other aspects of the day-to-day life of young children. On the other hand, there is a lack of learning channels for interaction and experience-sharing with peers in similar areas.

4. Exploring the Path of Professional Development of preschool Teachers in Ethnic Villages of Yunnan Province under the Background of Education Informatization

The rapid development of information technology in education has brought new opportunities and challenges to the professional development of preschool teachers. In order to respond to the wave of development in the era of "Internet Plus" and effectively solve the dilemma of professional development of rural preschool teachers in ethnic areas, preschool teachers will be prompted to update their educational concepts and set up a lifelong learning concept, so as to realize the in-depth fusion of information technology and preschool education, thus injecting inexhaustible impetus into the professional development of preschool teachers.

4.1. Enhancing basic support for the professional development of rural preschool teachers in ethnic areas

4.1.1. Further improvement of relevant supportive policies

Due to the special characteristics of ethnic areas and the enormous contribution of rural teachers in ethnic areas to the national education endeavor, the Government should safeguard the rights of rural teachers in ethnic areas by formulating relevant policies. For example, in the case of rural kindergarten teachers in ethnic areas, the Government should support their

professional development by formulating incentive policies and assessment and evaluation mechanisms.

4.1.2. Increased funding

At present, rural preschool education in ethnic areas continues to suffer from insufficient financial input and uneven distribution. We should encourage the integration of social welfare organizations and other social forces, expand the sources of funding, and guarantee funding for the development of preschool teachers, so as to better promote the professional development of rural preschool teachers.[6]

Secondly, in the ethnic rural areas of Yunnan Province, due to their remote geographical location and backward economic development, it is necessary to improve the construction of information infrastructure and information and education resources in rural areas, so as to provide basic equipment support for the educational reform and professional development of rural preschool teachers.

4.2. Promoting the development of information literacy awareness among rural preschool teachers in ethnic areas

Preschool teachers are the main body of implementing preschool education activities, and the level of their information technology level affects the quality of preschool education. The kindergarten curriculum needs to be more interesting as well as intuitive, and the development of information technology can effectively improve the learning effect of young children.[7]

Under the background of education informatization, firstly, kindergartens should build a set of scientific and standardized informatization support platforms to promote rural preschool teachers to take the initiative to learn the use of various basic education information equipment, to master the ways of accessing resources and communicating information, and to use information technology equipment to realize breakthroughs and innovations in their own education methods, to change the inertia of their education behaviors, and to update their education concepts; secondly, the government and kindergartens need to encourage Secondly, the government and kindergartens need to encourage kindergarten teachers to participate in information literacy practical training courses to help improve the information literacy of kindergarten teachers. Finally, they should also continue to improve the assessment and evaluation system of kindergarten teachers, and incorporate the level of information literacy into the assessment and evaluation system, so as to encourage kindergarten teachers to pay more attention to the enhancement of their own information literacy skills.

4.3. Effective professional development training for teachers and diversification of training methods

4.3.1. Training needs to be integrated with the teaching practice of rural teachers in ethnic areas

Open Preschool education in ethnic areas has strong ethnicity and special characteristics. When training is carried out, it should be combined with the actual needs of rural kindergarten teachers in ethnic areas, and local training content suitable for teacher development should be designed according to the local cultural environment in which the teachers live, so as to promote the sustainable development of the professional improvement of rural teachers in ethnic areas.

In addition, there is relatively little exchange and learning between kindergartens in the same region, and visits and training mainly focus on learning from kindergartens in other regions, lacking adaptability. Different kindergartens in the region should also complement each other's strengths, so that experience is more suitable for practice.

4.3.2. Utilizing educational information technology to optimize training formats

In the context of "Internet Plus", we should make use of modern education information technology to diversify training methods. Modes such as live training and online training can effectively address negative factors such as time conflicts or long distances travelled by preschool teachers. Therefore, education administrations can implement micro-learning and micro-training by providing an open training platform and drawing on the MOOC concept.

4.3.3. Fully utilize "big data" to further optimize training content

The relevant departments can also make use of the function of "big data" to focus on the personalized development of kindergarten teachers when formulating the relevant training. In view of the different levels of professional development and competence of teachers, we should be more targeted in our training. [8] For example, for preschool teachers with a weak foundation, we focus on case-based training, through actual case demonstrations and explanations, in-depth and simple to help them understand the educational knowledge and skills, and apply them in practice; for backbone teachers, we can implement special training or thematic training mode, in order to focus on their areas of specialty or problems encountered in the teaching of analysis and discussion, so as to continue to improve their own quality level.

4.4. Promoting the construction of education informatization platforms

4.4.1. Establishing a learning resource bank for the professional development of rural preschool teachers and building an online learning and exchange platform

We should make full use of the equal, open and sharing features of "Internet +" to build an information-based learning and sharing platform for kindergarten teachers, integrate a variety of information resources and promote the sharing of quality educational resources.

On the one hand, we can rely on national demonstration parks, renowned teachers, and backbone teachers to build a high-quality learning resource library; On the other hand, rural preschool teachers in ethnic areas can combine local characteristics with network resources to build a learning resource library with local characteristics, explore new teaching models based on information technology, and achieve the co construction and sharing of high-quality teaching resources.[9]

Secondly, we need to build a demand-oriented online learning and communication and sharing platform for rural preschool teachers. Based on teachers' professionalism, academic qualifications and titles, we can analyse the professional learning needs of rural preschool teachers through big data and customize personalized learning resources. At the same time, teachers can use the platform to achieve interactive teaching and research, real-time discussions and sharing of teaching experience, thus providing appropriate channels for promoting the professional development of rural preschool teachers.

4.4.2. Fully utilizing information technology to promote the improvement of kindergarten management efficiency

The healthy growth of children cannot be achieved without home and school co-education. The traditional home school interaction mainly adopts forms such as parent open days and parent meetings. However, many parents of children in ethnic rural areas go out to work, and their families are mainly raised by the elderly. With the help of modern information technology, the forms of home school co education have become more diverse. Preschool teachers can communicate with parents in real time through technology software such as WeChat and Home School Communication, transmit relevant information about their children to parents, and guide parents in scientific parenting to improve the efficiency of home school communication.

5. Conclusion

Improving The improvement of the professional level of preschool teachers is the key to guaranteeing the quality of preschool education and the important foundation for realizing the Chinese dream of the great rejuvenation of the Chinese nation. Under the background of education informatization, preschool teachers need to continuously update their professional knowledge and improve their professional abilities and qualities in order to adapt to the application of new technologies and teaching methods, and then achieve sustainable professional development. After the study, we can effectively deal with the current predicament of rural teachers in ethnic areas of Yunnan Province in their professional development through the following ways: first, to enhance the basic support for the professional development of rural preschool teachers in ethnic areas; second, to promote the cultivation of the awareness of information literacy among rural preschool teachers in ethnic areas; third, to carry out effective training for the professional development of teachers, and to diversify the mode of training; and fourth, to promote the platform of educational informatization. Construction. It is expected that with the help of education information technology, the professional level of kindergarten teachers can be effectively improved, and positive contributions can be made to the development of preschool education in ethnic villages in Yunnan Province.

Acknowledgments

On the completion of this paper, first of all, I would like to express my heartfelt thanks and respect to all members of the research group (the research project of Yunnan Open University Scientific Research Fund "Research on the Professional Development of Yunnan Ethnic Rural Preschool Teachers in the Context of ICT in Education" (project number: 2022YNOUZ10). All the teachers gave me great help in the research and later data analysis. I sincerely thank all the people who care about and help me. With the joint efforts of all of you, the research work of this project can be carried forward smoothly.

Funding

This paper is one of the phased achievements of the project funded by the Scientific Research Fund of Yunnan Open University, "Research on the Professional Development of Yunnan Ethnic Rural Preschool Teachers in the Context of ICT in Education" (Project number: 2022YNOUZ10).

References

- [1] Liu Yang. Research on the survey of preschool teachers' information technology literacy and enhancement strategies under the new normal of "Internet+Education"[J]. China Electrochemical Education, 2018(7):90-96.
- [2] Jin Rui,Yuan Yujie. Exploration of information technology to promote the development mode of comprehensive quality of regional preschool teachers[J]. China Electrochemical Education, 2019 (08):116-122.
- [3] Li Yang, Chen Xi. Status quo and promotion strategy of rural kindergarten teacher team building[J]. Research on Preschool Education,2018(09):61-63.
- [4] Guo Lijuan, Xie Xingyao, Jia Ruiqi. Rural preschool teachers' professional development dilemma and its way out [J]. Modern Education Science, 2019(8) : 88-92.
- [5] Wang Huan. Dilemmas faced by teachers' professional development in the era of "Internet +" and strategies to resolve them[J]. China Adult Education,2017(10):139-143.

- [6] Zhao Meihua. Research on professional growth mode of kindergarten teachers under the background of informationization [J]. Education Observation, 2017(3) : 91-92.
- [7] Yan Mengmeng, Chen Ju. From Spectatorship to Participation - The Transformation of Practice in Rural Teacher Training[J]. Contemporary Education Science, 2019(5):38-42.
- [8] Xing Xishen, Xu Lin. 2.0 Exploration of the development path of preschool education informatization in the era [J]. China Electrochemical Education, 2019(5) : 49-55.
- [9] Li Jing. Exploring the status quo of preschool teachers' information technology application ability and improvement strategies based on the Standards[J].Construction of a deep learning model for preschool teachers[J]. Research on Education and Teaching,2022(02):64-65.